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ABSTRACT

The document presents biographical material, bibliographies, and learning activities relating to Martin Luther King, Jr. The objective is to provide teachers with guidance in commemorating King's birthday. The document is presented in six sections. Section I consists of a copy of the Nebraska state law requiring celebration of King's birthday. Section II contains a biographical sketch of King's life and accomplishments and a time line of important dates in his life. Section III is an annotated selected list of resources by and about King. It is divided into three sections: books by King, books about King, and general black studies books which include sections about King. No grade level is indicated. Section IV lists audiovisual materials such as films, film series, filmstrips, and recordings. For each item, information on time length, color, grade level, price, and availability is offered. Section V briefly describes two series available from the Instructional Television Services Section of the Nebraska Department of Education. The final section briefly suggests six school and community learning activities and 34 classroom activities. These include arranging displays and exhibits, reading stories, dramatizing, discussing, debating, having outside visitors, researching, and reporting. (CK)

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MARTIN LUTHER KING, JR. DAY
JANUARY 15

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FORWARD

In 1971, when the laws relating to the teaching of social studies were revised, the Nebraska Legislature included the teaching about all ethnic groups. In Statute 79-213, Subsection No. 2, the law states as follows:

> *(2) Beginning with the school term in 1971, All American history courses approved for grade levels as provided by this section, shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) the war services in all wars of this nation.*

Since that time, the Nebraska Department of Education has made all reasonable attempts to encourage schools to comply with this law by making them aware of their responsibilities under this statute. The Equal Education Opportunity Project at the Nebraska Department of Education has written *A Position Statement on Equal Educational Opportunity-Cultural Pluralism*, which the Nebraska State Board of Education has approved. It has been distributed to schools throughout Nebraska. The preamble to this statement reads as follows:

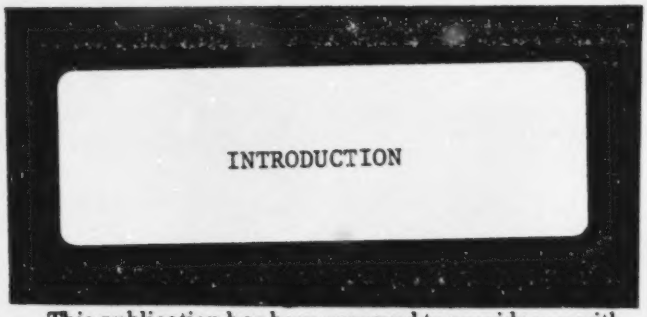
> *. . .Fundamental to providing equal educational opportunity is the need to eliminate racial, cultural, and ethnic isolation and to develop in all schools a pluralistic environment and curriculum which promotes genuine understanding and mutual respect for people of diverse backgrounds and cultures. All students should have the opportunity to grow in a school atmosphere that promotes understanding and mutual respect, produces responsible citizenship, fosters behavior based upon moral and spiritual values. . .*

Certainly the life and teachings of the late Martin Luther King, Jr. were instrumental in creating and fostering an atmosphere both in the United States and abroad which was in accordance with the above passage.

In the 1978 legislative session, the Nebraska Legislature passed a law, a copy of which is included in this publication, requiring the schools to hold "suitable exercises" to commemorate the birthday of Martin Luther King, Jr.

The following publication is the Nebraska Department of Education's effort to inform schools of the law and to provide them with some guidance in fulfilling their obligations. It is hoped that these materials will assist you and your school in paying homage to a great American, Martin Luther King, Jr.

Anne Campbell
Commissioner of Education



This publication has been prepared to provide you with some guidance in observing the birthday of Martin Luther King, Jr. on January 15 of each year.

The publication has been divided into several distinct sections. The first section consists of a copy of LB329 so that you will know exactly what the law indicates that you should do. Read the law carefully, and use the remainder of the publication to help you generate ideas and information to help you to carry out the law.

The second section of this publication is a biographical sketch of Martin Luther King, Jr. You can use it for your own information, or you can read it aloud to the students. It is concise so that you can read it in a very short time. Yet, it provides essential information about Martin Luther King, Jr. and his times. Attached to this biographical sketch is a time line of Important Dates in the Life of Martin Luther King, Jr. You can duplicate this sheet and give each student a copy, or you can place it on the bulletin board and refer to it during class discussion.

The third important section of this publication is the resource section entitled Print and Media Resources. It is a bibliography of both print and audio-visual materials. It is divided into four parts. The first part consists of books written by Martin Luther King, Jr. The second part is a list of books about Martin Luther King, Jr. The third part consists of general works about the Black experience in America. It is from this section that you can find many excellent primary sources that you can use in the classroom to give students first-hand knowledge of the contributions of Blacks to the building of the modern day United States of America.

There are also many valuable audio-visual resources available. Some of them are listed in the list of Resources. Two instructional television series, **Legacy** and **Truly American** are also highlighted. Each of these series has one program on Martin Luther King, Jr., which you can use in celebrating Dr. King's birthday.

The last section of this publication includes both general school activities and classroom activities for celebrating Dr. King's birthday. Perhaps you will be able to piggyback on some of these activities. You are certainly encouraged to do so, for it is the ideas that you think of which will probably be the most helpful to you in the classroom.

Don't forget to consult the Equal Education Opportunity Project in the Nebraska Department of Education for additional information about multicultural and multi-ethnic materials. The Equal Education Opportunity Project has many books, filmstrips, and kits available for classroom use.

As you use this publication, you are encouraged to make any changes or additions that occur to you, since one of the purposes of preparing this publication is to provide you with a quick reference to resources and activities.

Paul G. Johnson

Legislative Bill 329*

Section 1. January 15 of each year shall be Martin Luther King, Jr. Day, and shall be set apart for holding suitable exercises in the schools of the state in recognition of the sacrifices of the late Martin Luther King, Jr., and his contributions to the betterment of society.

Section 2. (1) The Governor shall, prior to January 15 of each year, issue a proclamation inviting and urging the people of the state of Nebraska to observe Martin Luther King, Jr. Day in schools and other suitable places with appropriate ceremony and fellowship.

(2) The State Department of Education is directed to make, within the limits of funds available for such purpose, information available to the schools and all people of this state regarding Martin Luther King Jr. Day and the observance thereof.

*Passed in the 1978 session of the Unicameral

BIOGRAPHICAL SKETCH OF MARTIN LUTHER KING, JR.

Martin Luther King, Jr. has made an unusually outstanding contribution to the Civil Rights Movement and the Black American struggle for equality. In carrying out his work, King stirred the national conscience of America in as profound a way as did Frederick Douglass, Booker T. Washington, and W.E. DuBois. One can never fully comprehend the civil rights movement of the 1960's without understanding King's leadership role in it.

In addition to being an outstanding leader in the American Civil Rights Movement, King was also a world leader. He was deeply admired by people all over the world, especially by Africans. Dr. King worked to gain greater civil rights for Blacks. He sought solutions to the many social problems that all people across the world face. He also worked hard for equal rights for women. In addition, he urged American leaders to end American involvement in Vietnam.

Martin Luther King, Jr. was born in Atlanta, Georgia, on January 15, 1929. Before he went to college, he attended only segregated schools. At Crozier Theological Seminary, he studied to be a minister. He was the first Black student at his school to be elected president of his class.

Dr. King had always opposed segregation. However, as an adult, one of the deciding factors in his involvement in demonstrations against the system of segregation occurred one day in Montgomery, Alabama. A Black woman, tired from a hard day's work, refused to give up her seat on the bus. Her name was Rosa Parks. She was arrested and taken to the police station.

The Black community became very angry. They sought the advice of the Reverend King. He met with them and together they decided to boycott the buses. For nearly a year, Black people in Montgomery, Alabama, did not ride the buses. They walked, rode in carpools, or traveled by taxi. Finally, the Supreme Court ruled that Jim Crow laws, which supported the doctrine of separate facilities, were unconstitutional. Dr. King and his people had won. Their buses were integrated. Black people could sit anywhere on the buses they wanted to sit.

Dr. King formed the Southern Christian Leadership Conference (SCLC) in Atlanta, Georgia. He had become a vocal advocate of equal rights for all people. In the summer of 1963, the Reverend King called for all people, black and white, rich and poor, to join him in a march to Washington. He wanted to demonstrate the plight of poor people and Black people throughout the land. It was at Lincoln Memorial that Dr. King delivered his famous "I Have a Dream" speech.

In 1964, Dr. King witnessed the signing of the Civil Rights Bill of 1964 into law by President Lyndon B. Johnson. During that same year, Dr. King was presented the Nobel Peace Prize.

As the years passed, Dr. King continued to fight and struggle for equal rights for Black People. On one such occasion, Martin Luther King, Jr. was called to Memphis, Tennessee, to march with the sanitation workers. At the

end of the day, Dr. King was resting in his motel room. He went to the balcony to g t some fresh air. There, on the balcony of the motel, Martin Luther King, Jr. died, the victim of an assassin's bullet.

The nation, as well as people all over the world, mourned the death of Martin Luther King, Jr. Many cities erupted in violence of riots, bombings, and lootings.

Some people believed that Dr. King felt his death was near, for on the night before he died he told a cheering Memphis crowd that "We've got some difficult days ahead, but it really doesn't matter with me now because I've been to the mountaintop."

IMPORTANT DATES IN THE LIFE OF MARTIN LUTHER KING, JR.

January 15 1929	Born in Atlanta, Georgia.
	Named after his father, Martin Luther King.
	His father had both their names legally changed to Martin Luther in honor of the great leader of the religious movement known as the Protestant Reformation.
1948	Graduated from Morehouse College in Atlanta, Georgia.
1951	Received a Bachelor's Degree in Divinity from Crozier Theological Seminary.
	He was the first Black class president. As the outstanding student of his class, he won a fellowship for further graduate studies.
1953	Married to Coretta Scott, graduate of Antioch College and student at the New England Conservatory of Music, in Boston.
1954	Pastor of Dexter Avenu Baptist Church in Montgomery, Alabama.
1955	Received his Doctorate in Theology from Boston University.
1955-56	Received national attention for his role in organizing a successful Black boycott of Montgomery, Alabama buses.
1957	Founded the Southern Christian Leadership Conference in order to educate Blacks in the methods of nonviolence and take effective action to end segregation.
1963	Organized demonstration on behalf of sanitation workers in Birmingham, Alabama.
1963	Delivered his famous "I Have a Dream" address before more than 200,000 Blacks and whites in a march on Washington.
1964	Received the Nobel Peace Prize. He was the youngest person to be honored in this way by the Norwegian parliament and the third Black to be selected for this international recognition.

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1965	**Organized campaign for voter registration in Selma, Alabama and organized the march from Selma to Montgomery. Thousands of people from around the country came to his support. It was largely because of this march that the civil rights legislation was passed.**
1965-66	**Began work in urban slums of Chicago, Illinois.**
1968	**Organized "Poor People's Campaign" in Washington, D.C.**
April 4, 1968	**Assassinated in Memphis, Tennessee while there to lead nonviolent demonstration for striking garbage workers.**

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PRINT AND MEDIA RESOURCES

The following list of print and media resources is not meant to be comprehensive. There are many other sources that can help you to do a better job of presenting the Black experience in America. This is only a beginning.

A. Books by King himself

I Have a Dream, New York:

Time-Life Books, 1968. A description of King's search for nonviolent solutions to racial problems in the United States.

Strength To Love, New York:

Harper and Row, 1963. A persuasive argument in support of a biblical theme of human love as a sustaining principle by which to live a meaningful life.

Stride Towards Freedom: The Montgomery Story, New York:

Harper and Brothers, 1968. A discussion of the 1956 bus boycott in Montgomery by Blacks and how it ignited the civil rights movement of the 1960's.

The Trumpet of Conscience, New York:

Harper and Row, 1967. An appeal to the American society to end racial prejudice and discrimination.

Where Do We Go From Here: Chaos or Community, New York:

Harper and Row, 1967. A warning that unless all Americans are afforded equal opportunity, chaos may prevail in many communities.

Why We Can't Wait, New York:

Harper and Row, 1964. A forceful explanation of the reasons why Blacks are impatient with continual denial of their rights.

B. Books by other writers about King

Bennett, Lerone, Jr., *What Manner of Man: A Biography of Martin Luther King, Jr., 1929-1968,* Chicago:

Johnson Publishing Company, 1964. A most comprehensive story of the life and work of Dr. Martin Luther King, Jr.

Bishop, James Alonzo, *The Days of Martin Luther King, Jr.,* New York:

Putnam, 1971. A description of King as an outstanding civil rights leader and strategist.

Bleiweiss, R.M., *Marching To Freedom: The Life Of Martin Luther King, Jr.,* New York:

The American Library, 1969. A description of King's perception of himself and of Black aspirations and meaning in their struggle for equality.

Blumenthals and H. Zazijian, (eds.), ***Government by Gunplay: Assassination Conspiracy Theories, from Dallas Today,*** New York:

American Library, 1976. An assessment of the various conspiracy theories from Kennedy's death in 1963 to that of King in 1968.

Clayton, E., ***Martin Luther King: The Peaceful Warrior,*** 3rd ed., Englewood Cliffs, New Jersey:

Prentice Hall, 1968. A children's book.

Frank, Gerald, ***An American Death: The True Story of the Assassination of Dr. Martin Luther King, Jr. and the Greatest Manhunt of Our Time,*** New York:

Doubleday, 1972. A presentation of original source materials and the most complete documentation ever put together in a criminal investigation.

Huie, William Bradford, ***He Slew the Dreamer: My Search with James Earl Ray for the Truth About Martin Luther King, Jr.,*** New York:

Delacorte Press, 1970. Huie's search for the facts of King's assassination.

King, Coretta Scott, ***My Life with Martin Luther King, Jr.,*** New York:

Holt, Reinhart and Winston, 1969. A book about a great man by a great woman who was his wife, from their meeting to his death.

Lane, Mark and Dick Gregory, ***Code Name "Zorro": The Murder of Martin Luther King, Jr.,*** Englewood Cliffs:

Prentice Hall, 1977. A discussion of the various forces that worked against King and how they finally resulted in his death.

Lewis, David, ***King: A Critical Biography,*** New York:

Praeger, 1970. An assessment of King's career as a political leader and as a man of historical circumstances.

Lincoln, Charles Eric, ***Martin Luther King, Jr. A Profile,*** New York:

Hill and Wang, 1970. An effort to answer some pertinent questions regarding the personality and character of Martin Luther King, Jr.

Lomax, Louis E., ***To Kill A Black-Man,*** Los Angeles:

Halloway, 1970. A fascinating account of King's assassination.

Lukos, Lionel, ***House Divided: The Life and Legacy of Martin Luther King,*** New Rochelle:

Arlington House. 1968. A presentation of documentary facts about King's strategies for creating social justice in America, from Montgomery to Memphis.

Miller, William Robert, ***Martin Luther King, Jr. His Life, Martyrdom and Meaning for the World,*** New York:

Weybrish and Talley, 1968. A complete description of the life and death of Martin Luther King, Jr., a great man, and, in the view of the author, a modern saint.

Preston, Edward, ***Martin Luther King, Jr.: Fighter for Freedom,*** New York:

Doubleday, 1968. A presentation of Martin Luther King's perception and utilization of a nonviolent approach to the problems of racism in America.

Ramachandran, G. and T.K. Mahadevan, (eds.), ***Nonviolence After Gandhi; A Study of Martin Luther King, Jr.,*** New Delhi:

Gandhi Peace Foundation, 1968. An analysis of King's concepts of nonviolence as a rational principle based on the natural social instincts of man.

Schulke, Flip, ***Martin Luther King, Jr.: Documentary. . .Montgomery to Memphis,*** New York:

W.W. Norton, 1975. A documentary presentation of King's life and work.

Scott, Peter, and Paul Stetler, (eds.) ***The Assassination: Dallas and Beyond,*** New York:

Random House, 1976. A fascinating discussion of assassination theories from the death of John Kennedy to that of Martin Luther King, Jr.

Smith, Kenneth, and Ira Zepp, Jr., ***Search for the Beloved Community: The Thinking of Martin Luther King, Jr.,*** Valley Forge:

Judson Press, 1974. A presentation of King's employment of nonviolent resistance as a method of achieving social justice for Blacks in the U.S.A.

Walton, Hanes, Jr., ***The Political Philosophy of Martin Luther King, Jr.,*** Westport, Conn.:

Greenwood Publishing Corporation, 1971. A systematic examination of King's political thought.

Weisberg, Harold, ***Frame-up: The Martin Luther King/James Earl Ray Case,*** New York:

E.P. Dutton, 1971. A presentation of the facts surrounding the assassination of Martin Luther King, Jr.

Williams, John, ***The King God Didn't Save,*** New York:

Coward-McCann, Inc., 1970. The study of a man who died ahead of his time, cut down by unusual circumstances.

C. General Literature discussing the life and work of Martin Luther King, Jr.

Adams, Russell L., ***Great Negroes: Past and Present***

Afro-American Publishing Company, 1969. A supplementary text on famous Black Americans.

Baker, Paul R., William H. Hall, and Michael Berger, ***The American People***

Oxford Book Company, Inc., 1977. This book is a review of the American experience for many of the immigrant groups. It is a descripton of the Black experience, education, religion, and culture, as well as recreation.

Banks, James A., ***Marching Toward Freedom***

Fearon Publishers, 1970. A history of Black Americans from Africa to the present.

Barker, L. and J. McCorry, Jr., ***Black Americans and the Political System***

Winthrop Book, 1976

Berry, M., ***Black Resistance/White Law: A History of Institutional Racism in America***

Prentice Hall, 1971.

Billingsley, A., ***Black Families in White America***

Prentice-Hall, Inc., 1968. Includes a section on the King family.

Branson, Margaret Stimmann and Edward E. France, ***The Human Side of Afro-American History***

Ginn and Company, 1972. Included in this book are many primary accounts, dating from the 1600's to the 1970's.

Ciardiello, Angelo V., ***Pluralism in America***

Oxford Book Company, 1975. This book has many accounts of ten different ethnic groups in America. Much attention is paid to the Black struggle to achieve civil rights.

Dennis, R. Ethel, ***The Black People of America***

McGraw-Hill Book Company, 1970. An illustrated history of Black people in America, beginning with Africa and ending with the civil rights movement, 1954 to the present.

Eisenstadt, Murray, ***The Negro In American Life***

Oxford Book Company, 1968. A presentation of the basic facts in the history of the American Negro, from his roots in Africa until the present day.

Franco, John, M., ***Afro - American Contributors To American Life***

Benefic Press, 1974. A text or supplementary book on famous Afro-Americans.

Frazier, Thomas, R. (ed.), ***Afro - American History: Primary Sources***

Harcourt Brace Jovanovich, Inc., 1971. This is a collection of readings which deal with the history of slavery and its effects in America. These are all first-hand accounts, written by Black Americans.

Irwin, Leonard B. (ed.), ***Minorities in Our Society***

Oxford Book Company, Inc., 1972. This book deals with such issues as prejudice and fear and the role they play in discrimination.

Katz, William and Warren Halliburton, ***A History of Black Americans***

Harcourt Brace Jovanovich, 1973. A history of Blacks from their beginnings in Africa to Blacks in the 1970's.

Lyons, Thomas, ***Black Leadership In American History***

Addison Wesley Publishing Company, 1971. A group of essays which poses the problems of individual and group identity in America's racially divided society.

Pinkey, Alphonso, ***Black Americans***

Prentice-Hall, 1975. A thorough coverage of the intergroup relations and the social life of Black Americans.

Richardson, Benjamin, ***Great American Negroes***

Thomas Y. Crowell, 1956. A beautiful introduction to some of the accomplishments of Black Americans.

Sterling, Dorothy, ***It Started in Montgomery***

Scholastic Book Services, 1972. A picture history of the civil rights movement and King's role in it.

Strickland, Arvah E. and Jerome R. Reich, ***The Black American Experience: From Reconstruction to the Present***

Harcourt Brace Jovanovich, Inc., 1974. This book is a discussion of the experiences of many Black Americans. It deals to some extent with the Black leaders and how they tried to gain civil and economic rights for Black people.

Tannenbaum, Selma, Robert D. Geise, and Lawrence J. Pauline, ***People Who Made Our Country Great***

Cambridge Book Company, 1975. This book is made up of very readable short biographical sketches of people who have helped to make our country great. Included with the biographical sketches are also questions about the selections. This book is written on a reading level that most students in all grades can easily read. One of the selections is on Martin Luther King, Jr.

Toppin, Edgar A., ***The Black American in United States History***

Allyn and Bacon, 1973. A history of the United States emphasizing the Black Americans from their beginnings in Africa to the Black Revolution of the 1960's.

The Black Perspective: A Guide for Teaching Social Studies - Grade 8

The University of the State of New York/The State Education Department Bureau of Secondary Curriculum Development, Albany, 1970. This source includes many first-hand accounts of slavery up close. It also has a very good bibliography of primary sources.

AUDIO-VISUAL MATERIALS

Films

Legacy Of A Dream

29 minutes, color. The dramatic and historical presentation of the civil rights movement and King's role in it. Available from Lincoln City Library, 14th and N Streets.

History of The Negro In America: 1877 to Today: Freedom Movement

20 minutes, black and white. A fascinating story of the Black Americans' struggle for equality, from slavery to the civil rights movement. Available from the Film Library, UN-L, 421 Nebraska Hall.

Martin Luther King, Jr.: From Montgomery to Memphis

26 1/2 minutes, black and white. A moving story of the role of Martin Luther King, Jr. in the civil rights movement from Montgomery in 1956 to his assassination in Memphis in 1968. Available from the Film Library, UN-L, 421 Nebraska Hall.

Afro-American History Series

Encyclopaedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Heritage, culture, achievements, and problems are explored in this series which documents Black Americans' struggle for identity and equality. Developed from EBE's Afro-American History filmstrip series.

Collaborators: Benjamin Quarles, Ph.D., Morgan State College; Sterling Stuckey, Associate Professor of History, Northwestern University.

Film series

Africa: Historical Heritage - (I-M-J-h)

Archeologists' research reveals the development of family groups into tribes–then nation-states. Among them are the kingdom of Kush that ruled ancient Egypt, and the empires of Hana, Mali and Songhai that became cultural centers of the arts, law and medicine.

Color No. 3083-$95

Benjamin Banneker: Man of Science - (I-M-J-h)

This study of Benjamin Banneker shows how equal opportunity, not race, can determine achievement. A free Black, he attended school, excelling in science, math and astronomy. He received an appointment to the capital planning commission and won acclaim for his scientific almanac.

9 minutes - Color No. 3081-$95

Frederick Douglass - (I-M-J-h)

Depicts the contributions of runaway slave, Frederick Douglass, who fathered the Black protest movement. He was first renowned as a spellbinding orator on the terror and humiliation slaves suffered. Later he became an author, advisor to Presidents and constant champion of freedom for his Black brothers.

9 minutes - Color No. 3079-$95

Black People in the Slave South - (I-M-J-h)

In 1850 Black slaves were imported in droves to provide cheap labor for the cotton kings in Mississippi. Separated from their families at auction, they faced harsh treatment from white planters and politicians who subjugated Blacks for profit and claimed them mentally inferior to their white brothers.

11 minutes - Color No. 3077-$115

Martin Luther King, Jr. - (I-M-J-h)

Examines his role as spokesman for millions through his organization of sit-ins and peace marches, his fight for strong civil rights legislation, and his direction of the Southern Christian Leadership Conference.

10 minutes - Color No. 3075-$95

Harlem in The Twenties - (I-M-J-h)

This once fashionable, white suburb became a black ghetto during the early twenties. From the squalor and poverty came such greats as Bill Robinson, Ethel Waters, Josephine Baker, Paul Robeson, Duke Ellington, and other fine Black artists. The myth of racial inferiority was forever shattered, though the area remained one of extreme poverty.

10 minutes - Color No. 3073-$95

Filmstrips

Separate and Unequal - (1865-1910)

-Booker T. Washington: National Leader
-Bishop Turner: Black Nationalist
-Black People in the North, 1900
-Black People in the South,1877-1900
-The Black Codes
-"Separate But Equal"

Organized in terms of key men, events and places, this series objectively examines the history of Afro-Americans from 1865 to 1910. Details of major events and the people associated with them are illustrated: the passage of the Black Codes which subordinated Black people in Southern society and the Supreme Court's decision (Plessy vs. Ferguson) which upheld the validity of separate-but equal-laws. Illustrations of social conditions, both North and South, shed light on many of today's racial problems.

Color - Filmstrips average 54 frames each. Reviewing Media: BL, SLJ, ST - Each filmstrip $10.00 - No. 11640 - Series of 6 filmstrips - $49.50

Quest for Equality - (I-M-J-h)

-W.E.B. DuBois
-Harlem in the Twenties
-Watts in the Sixties
-The March on Washington, 1963
-Martin Luther King, Jr.
-"Separate" Is Unequal

The series covers the period of 1910-1970. Leaders and events in the Blacks' bid for full equality include W.E.B. DuBois, exponent of direct action and symbol of Civil Rights and the Pan-African movement; and Martin Luther King, Jr., the "conscience" of Civil Rights and the inspiration of student sit-ins and Freedom Rides. Here is Harlem in the twenties–a fertile ground for Black political movements and artistic advances. Watts presents another facet of the long quest–rioting in protest against the indefference of an affluent America. Here is progress–the 1963 march on Washington resulting in the passage of the Civil Rights Bill. The series ends with the Supreme Court decision of 1954 and 1964 that outlawed segregation in public schools and established that "separate" is unequal.

Color - Filmstrips average 54 frames each. Reviewing Media: BL, SLJ, ST - Each filmstrip $10.00 - No. 11870 - Series of 6 filmstrips - $49.50

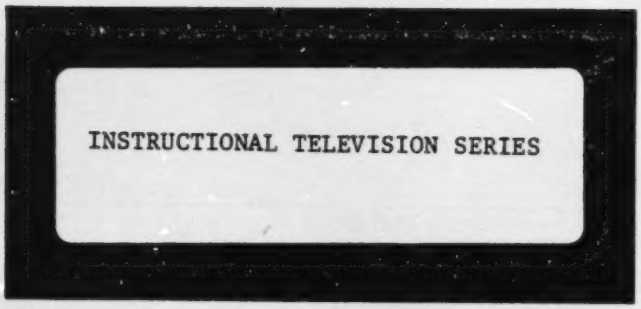
Recordings

Afro-American History (In Song and Story) record - (I-M-J-h)

-Record No. 5344 A People Uprooted
-Record No. 5345 Chains of Slavery
-Record No. 5346 Separate and Unequal
-Record No. 5347 Quest for Equality

Four outstanding records give expression to the soul of America's Black people. Each disc reinforces the corresponding text and the filmstrip. Tribal chants, dramatic recitations, and songs give students still another picture of the Black man's life and times. Students hear cries of people sold into slavery. . . spiritual songs from the plantation field. . .the vigorous sound of Harlem jazz...the angry protests of Blacks rioting in Watts. Performed by an outstanding Afro-American cast. (Each record 12" 33 1/3 rpm, 30 minutes per side.)

Each record - $7.00; No. 5343 Album of 4 records - $22.90.



The Instructional Television Services Section of the Nebraska Department of Education has two series which can be of special value to you in attempting to meet both the letter and the spirit of the Martin Luther King, Jr. law. The first one is **Legacy.** This series deals with individuals from the following three groups: Black Americans, Original Americans, Spanish Americans. Lesson 3 is on Martin Luther King, Jr. It can provide you with a beginning point for discussing Martin Luther King, Jr., his times, and the Civil Rights Movement in general.

The other Instructional Television Series is called **Truly American.** Designed for students at the intermediate level, this series consists of sixteen 20-minute lessons on twenty important Americans. Program No. 1 is on Martin Luther King, Jr. This program is primarily a biographical sketch of his life. However, it concentrates almost exclusively on his southern experiences.

Both of these lessons on Martin Luther King, Jr. are aired each year on Instructional Television during the month of January. The **Truly American** lessons may be videotaped and retained until the end of the current school year. The **Legacy** lesson may be videotaped and retained indefinitely.

Consult a current classroom television schedule book to determine availability of these series, as well as dates and times for the Martin Luther King, Jr. lessons.

MARTIN LUTHER KING, JR. DAY
SUGGESTED OBSERVANCE ACTIVITIES

School and Community Activities

1. Seek a proclamation from your mayor or school superintendent declaring January 15 as Martin Luther King, Jr. Day or Human Relations Day.
2. Promote and support programs, assemblies, and functions in the schools and community.
3. Declare and recognize Martin Luther King, Jr. Day in the entire school district.
4. Contact local media outlets, theaters, churches, community groups, service clubs, and others concerning your program for Martin Luther King Jr. Day.
5. Prepare an announcement for local radio and television stations.
6. Arrange displays and exhibits for use in schools, stores, libraries, and other public places.

Classroom Activities

The following activities can be adapted for the children you teach. Number 7, especially, can be used with small children. For the primary grades, you can read stories about Martin Luther King, Jr. and follow up on them with discussions.

The activities suggested here will take some teacher planning and research. They are offered only as a beginning.

1. Have a Martin Luther King, Jr. display. Include books, pictures, records, and possibly a speaker. Students can do research and build the display.
2. Ask students to dramatize the presentation of the Nobel Peace Prize to Dr. King. They can research the origin of the Prize and find out the ethnic groups represented among the winners.
3. Discuss "freedom fighters" of all races. What makes a freedom fighter? You could also hold a debate on these topics.
4. Have a class round table or panel debate on "American History: Fair or Not?" Are the roles of Blacks, Asian-Americans, Chicanos, Indians, and other groups adequately represented?
5. Assign student teams to research the Civil Rights Movement from 1954 to the present and ask them to report back to the class on their findings.
6. Have a class symposium on racism, with students detailed to do research. Invite outside people, especially minorities, and ask them for their reactions and questions. Set up a display in connection with this activity.
7. Devise a carefully planned "prejudice exercise," using consultant expertise if necessary. Discrimination can be based on eye color, hair color, short versus tall, children of small versus large families, and so on. After the exercise, discuss prejudice and its roots. Ask students to describe how they felt while going through the

experience. Have students propose suggestions for getting rid of racial prejudice in our society.

8. Hold an Ethnic Day with speakers and activities which relate to the celebration of the birthday of Martin Luther King, Jr.
9. Have a tasting party; the cafeteria can prepare "soul" food. A group of students could do research to find out what makes food "soul" food.
10. Suggest reading and possibly writing essays on Black Americans.
11. On a map of the United States, locate the bus and train routes of Blacks who moved from the rural south to cities of the North.
12. Make a Soul Food Cookbook. Compare "soul" food with other ethnic foods.
13. Write short biographies of American Blacks. Put them together in a "book" on Black Americans. Each child could have one to take home.
14. Draw or paint a picture depicting a scene from the life of Martin Luther King, Jr.
15. Identify some of America's most famous Blacks. Give short oral reports about them.
16. Locate records of Black music: gospel, rock, blues, jazz, classical opera. Then plan them for the class. Students who are "into" music can serve as "teachers" and explain the characteristics of different kinds of music.
17. Prepare a scrapbook of pictures on the life of Martin Luther King, Jr. and/or other Black Americans. The teacher will need to have students locate lots of old newspapers and magazines.
18. Make a list of the differences in customs between Blacks and other ethnic groups.
19. Make up some interview questions on the Civil Rights Movement to be used to interview Dr. King. A student can be prepared to answer questions as Dr. King would answer them.
20. Students may want to make posters announcing Martin Luther King, Jr. Day. These posters can be displayed in the school and in the community. This may be an activity that would have special appeal to students who are good in poster art.
21. Hold group discussions on leadership. List the qualities of a leader and talk about how people get these qualities.
22. Collect current pictures and news articles on Black Americans.
23. Students can be asked to read a book about any Black American and give an oral report.
24. Assemble a list of "alleged wrongs" that state and federal governments have committed against Blacks, and discuss these "alleged wrongs." Discuss how they can be prevented in the future.
25. Read some short stories by or about Blacks. Create a dramatization of a story, letting students do the writing and the casting of parts.
26. Students can write a position statement about "Black (minority) rights" issues.
27. Invite Black (minority) speakers to speak to the class about some of the issues facing Black (minority) people today.
28. Students may want to list the various Black organizations, telling how, why and when they came into being, and what each group's philosophy is.

29. Prepare a notebook of suggested solutions to the various minority problems.

30. Interview some older Blacks, and ask them to describe living conditions in the South before the Civil Rights Movement began. Also, have them compare the living conditions in the North then and now.

31. Students can make posters on which they list the advances made in our country since the 1950's in the area of civil rights. They can then list problems we still face.

32. Teach the class the Black National Anthem - "Lift Every Voice and Sing."

33. Encourage the reading of poems, stories, and essays by Black writers.

34. Students should be made aware of the Great Plains Museum in Omaha, and a tour should be scheduled if your school is close to Omaha.